

Mendooran Central School Annual Report



2016



2522

Introduction

The Annual Report for 2016 is provided to the community of Mendooran Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Julie Waters

Principal

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Message from the Principal

2016 has seen the consolidation of many programs and initiatives. It was the second year of our 2015–17 School Plan, progress of which was monitored by milestones. After the implementation of the Core Values program, the school culture has been positive and inclusive. As a school we value communication with all key stakeholders including students, staff, parents, carers and community members.

As a 229 school we are leaders in the use of the LMBR system and are an Empowering Local School. This has allowed more effective use of staffing, working toward improved student outcomes.

School background

School vision statement

A school that provides an inclusive and engaging environment where all students can achieve their full potential and fulfill the expectations of the students, school and wider community.

School context

Mendooran Central School is a small, innovative, rural school serving a diverse community with enrolments from Kindergarten to Year 12. The school draws its Primary and Secondary students from the immediate township and the surrounding rural area. The school provides a quality K–12 education in an environment which is well recognised as very inclusive and supportive. We strive to provide our students with updated technology. Staff members focus on developing an individual commitment to learning in each and every student. We ensure students have access to outside training providers to ensure a broader curriculum. The school is well supported by a School Council and our School P&C and partners with the local Pre-school and community. Additionally, we are a 'Local Schools, Local Decisions' and an LMBR school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our School undertook self-assessment using the elements of the School Excellence Framework. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. All staff completed surveys drawing on a range of sources of evidence including Wellbeing, NAPLAN, HSC as well as internal assessment data.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of teaching and learning strategies throughout the year. The School Plan was thoroughly examined to determine how the elements of the School Excellence Framework were met within it.

In the domain of Learning, the underpinning focus was our Strategic Direction "A Positive School Community Culture". The focus continues to be on wellbeing and creating a positive culture. This has been vital in engaging the students through the Wellbeing Framework using Connect, Succeed and Thrive. Fundamentally wellbeing promotes a culture of respect, trust and valuing of each other. The results have been more positive relationships and an improved engagement in and valuing of learning. Data has been used to target areas in need of development for all students.

In the domain of Teaching under the Strategic Direction "Excellence in Teaching", collaborative strategies to cater to diverse learning needs was a key practice with ILPs being extended including targeted and Aboriginal students. Assessment for learning strategies were varied and included state and national procedures. Professional learning was targeted and timely to meet the needs of the staff and students. The use of technology for learning, the importance of data analysis to inform decision making, implementation of the national curriculum and plotting students growth on the literacy and numeracy continuums all indicate a teaching culture that is working toward taking student learning to a new level. Data driven and evidence based practice will continue to be built upon in the coming year.

In the domain of Leading under the Strategic Direction "21st Century Students as Citizens", student leadership is a focus. Strong, supportive leadership is modelled by the school staff. Priorities have been to build the leadership and management practices and processes. Communication and teamwork building were again a major focus. New staff had been sourced to enhance the school team and help build a dynamic school learning culture. Student numbers have increased, enabling staged classes across Primary and Junior Secondary school.

Strategic Direction 1

Strategic Direction 1: Excellence in Teaching and Learning

Purpose

Provide quality teaching and learning programs to equip all students with the necessary literacy, numeracy, problem solving, collaboration and technological skills required for their development, enabling them to reach their potential. Develop in students' strategies and tools for success, while promoting lifelong learning.

Overall summary of progress

State and National procedures have been followed to continue to implement assessment for learning and data analysis. Students have continued to be plotted on the literacy and numeracy continuums across the school. Staff Professional Development Plans reflect the schools focus as outlined in the School Plan.

In 2016 all Kindergarten students met Early Action for Success benchmarks for Literacy and Numeracy. All Year 1 students reached Text Reading Level 18 or above. This is the identified benchmark for the end of Year 1 Reading on the NSW Literacy Continuum. Year 1 Numeracy data was equally pleasing with students making EAfS Numeracy Benchmarks for end of Year 1. Year 2 growth also reached EAfS benchmarks with all Year 2 students completing Year 2 reading Level 22 or above. Tier 3 Intervention programs (Reading Recovery in Year 1 and L2 in Year 2) helped the school achieve these outstanding results.

The Aspire Team from the University of NSW provided staff professional learning in the area of coding to assist the teaching staff in helping the students to participate in 21st Century Learning capabilities. The Kindergarten students also revelled in their Kindergarten graduation ceremony as they were encouraged to look at learning as being a lifelong experience with their learning opportunities being without physical boundaries.

An Art & Music teacher has been timetabled into Secondary and Infants during Release from Face to Face enabling a focus in Creative and Performing Arts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching programs reflect adjustments for individuals or identified groups.	All students have access to a rigorous, dignified and meaningful curriculum. Personalised learning and support are provided through a differentiated curriculum. Tiered intervention provides the delivery of tailored learning support for individual students.	\$2,000
Assessment procedures reviewed to reflect data analysis and trends indicated.	At Mendooran Central School engaged and authentic learning experiences are enhanced through student feedback and self regulation. Learning is future focussed and flexible. Assessment for Learning, principles guide teaching.	\$10,000
All staff follow school based systems, participating in targeted Professional Learning to ensure quality Teaching.	The school has built workforce capacity through focussed professional learning and development. This has built a culture where every staff member is engaged in ongoing, relevant and evidence based learning and practice at an individual and collective level. Performance management and professional development for all staff are linked to the school plan and professional standards.	\$18,000

Next Steps

In Term 1 the HTSS will develop three surveys which will be completed by teaching and support staff in the learning and teaching elements and all staff in the leading element of the School Excellence Framework. This will inform areas in need of development in regard to teacher performance, learning requirements and leading practices.

In 2017 Mendooran Central School is well placed to achieve the NSW Premier's education priorities. The school is again part of the Government's, Early Action for Success Initiative with an Instructional Leader being appointed to the school for 2 days a week. Literacy and Numeracy data will be collected every term across the whole school as the school is also targeting students in the top two bands to improve their Literacy and Numeracy outcomes. The school will also provide intensive support programs to meet the Premier's 2017 – 2020 Indigenous students targets.

Professional Development Plans will be developed by all non – teaching school staff in 2017. All teaching staff will continue to monitor their PDPs. The Schools Excellence Framework will continue to drive teaching programs. Lesson observations and team teaching opportunities will again be part of the schools' vehicle to improve teaching delivery.

The school staff will also revise the school's assessment schedule to make sure that it truly reflects the school's goals and performance framework.

It is planned to investigate and explore the Australian Teaching Standards. Professional Learning on the ATS will be undertaken by all teaching staff. The development of a "buddy" system, will allow for lesson observations, team teaching opportunities and the improvement of pedagogy.

Another focus for the year is the revision of School Policies based on BOSTES policies.

Strategic Direction 2

Strategic Direction 2: 21st Century Students as Citizens

Purpose

To develop high quality students who are active, proud citizens and who will make a strong, creative, leading and positive contribution to their society. Producing students who value life-long education and are prepared for the changing world ahead of them. They will be comfortable with the latest technology and curious about, and ready for, the world beyond school, including further education or work.

Overall summary of progress

'School to Work' has continued to be a focus in 2016. Dedicated Careers lessons for all Stage 4 and 5 students have been established as well as an expanded embedding of Careers across all KLAs. Our Work Experience and Work Placement program has been extended. The partnership with the University of Sydney Aspire team has provided excellent opportunities for all students from Kindergarten to Year 12 to broaden their horizons and inform them, through visits, excursions and workshops. Senior students have taken the opportunity to attend the University Roadshow, a Tertiary Information day to educate and inform them, empowering them to make more informed decisions about their future. 40% of our graduating Year 12 students have gained entry into University, 20% apprenticeship, 20% TAFE, 20% employment.

The school Public Speaking Competition continues for Kindergarten to Year 11 students. Heats were held in class, with the finalists presenting their speeches in front of a whole school assembly, family and community members.

The Student Representative Council was active within the school, planning many events and hosting visitors for special events, involving parents and community.

Every student in the school attended an excursion, which was heavily subsidised by the school in order to have equity of opportunities for all students. All excursions included an Aboriginal Education as well as a Careers component. The Infants went to Aussie Cabins Dubbo overnight, visiting several local attractions. Upper Primary and Secondary went to Canberra developing an appreciation for History, Science, Governance and Democracy. Junior Primary attended Lake Keepit Sport and Recreation Centre focusing on health and fitness.

Through a partnership with "Links to Learning" Senior students were able to gain valuable external qualifications including White Cards, RCG, RSA, First Aid Certificates and Barista Training as well as interactive career aptitude test and life after school skill training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are exposed to new opportunities in ICT, monitored in teaching programs.	Robotics and programming integrated into learning with partnerships such as Aspire and UTS. BYOD in Middle School. Office 365 and Google Classroom utilised. Electronic submission of work/ assessments encouraged.	\$10,000
Data analysis indicates increased student participation at events involving community and leadership opportunities as well as post school options.	SRC led activities in school on the increase. Accreditation of students in partnership with Links to Learning. Duke of Edinburgh re-established. Cadet enrolment increased.	\$5,000
Data analysis indicates student transition to further education or employment post school.	All school leavers engaged in Higher Education or employment as of Term 1 2017.	

Next Steps

A focus area for 2017 is further ICT Professional Learning for staff, including Microsoft 365 and various digital drawing devices and programs. Close monitoring of staff expertise in using recent technology and fostering the use by students across the school, with the focus on collaborative learning and cross KLA instruction.

A whole school, Kindergarten to Year 12 matrix will be developed ensuring that Careers and School to Work is embedded in every stage of school.

The cohort we have in the Senior School are aspiring to enter tertiary studies. To cater to these needs we are planning excursions to the University of New England Open Day in May and several of the Charles Sturt Universities My Day events. It is planned that Senior students attend the NSW Careers Expo in Sydney, further broadening their horizons. School to Work interviews will be conducted with the Principal, HTSS (Careers), individual students and parents.

The whole school Public Speaking Competition will be held again with the possibility of debating competitions being entered later this year or into 2017.

It is planned that the SRC will take part in Zone and Regional events as part of Student Voice.

Strategic Direction 3

Strategic Direction 3: Positive School Community Culture

Purpose

To further develop the supportive, inclusive culture where values such as empathy, tolerance and integrity are consistently understood and promoted within the school environment. Promote self-esteem and pride in themselves and their school. Equity for all students is a key aspect of the school culture, whilst all the time striving for excellence in teaching and learning.

Overall summary of progress

In 2016 the School continued to implement the Core Values of NSW Education. This was done in PD/H/PE lessons and on School assemblies with students from Infants, Primary and Secondary presenting a value every two to three weeks.

The whole School staff participated in professional learning around the Wellbeing Framework. The importance of Connect, Succeed and Thrive were collaboratively worked on in workshops and included much discussion and reflection.

As a result of feedback from parents, staff and students in 2015, the uniform policy was tightened and as a result the uniform has improved. This is noted on a daily basis and also at joint school and community events.

Attendance at school events by parents and community has grown significantly. This has included ANZAC Day, Remembrance Day, Grandparents Day, Education Week Open Day and the Easter Hat Parade.

Anti Bullying Surveys were completed and students targeted for intervention. Resilience training has been a focus across the school, empowering victims of bullying.

An attendance manager in Primary and Secondary has resulted in weekly contact home in cases of unexplained absences. This has had a profound effect in the reduction of unexplained absences. Fortnightly visits from the HSLO has helped monitor attendance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data analysis indicates improved attendance, wellbeing and satisfaction of students.	Regular monitoring of attendance has shown a decrease in unjustified attendance. Anti bullying surveys and Values Education have indicated a safer and happier environment.	
Data indicates all students equitably having their needs met.	Professional Learning and the implementation of ICT have enabled a growing number of students needs to be met. ILPs outline the specific needs of students, working toward equity of outcomes for all students.	Internal PL and UNSW Aspire
Data indicates improvement in uniform, community and leadership representation.	Monitoring of uniform requirements has shown considerable improvement in the wearing of uniform. Representation of students at community events has increased. Participation of parents, family and community at school events has grown.	

Next Steps

A positive school and community culture will continue to be a focus in 2017. Our Core Values education program will be continued, moving on to the National Values. Communication between the school and parents and community will see the weekly newsletter continuing to showcase the positive nature of the school, as well as monthly articles in the Mendooran Pride, our local newspaper. It is planned to have regular articles in the Dubbo Photo News. We are implementing "School Stream" to better communicate with parents and community members

The school will continue to be open to our parents and community in regard to invitation to events.

Uniform and school pride will continue to be a focus, with an emphasis on black shoes on formal uniform days i.e. Monday, Tuesday and Wednesday. The sports uniform will be worn on Thursday and Friday also building on school pride and inclusivity.

We will be working towards ILPs for all students and closer monitoring of program adjustments. Gifted and talented education will be revised, with structures put into place to better support and extend these students. Leadership will also be a focus, with the SRC taking part in regional workshops and supporting various initiatives, including the "World's Greatest Shave" encouraging community spirit and empathy.

The school will again take part in the "Tell them from me" survey for parents, students and staff to identify areas of success and areas in need of improving. Using baseline data from 2015, trends will be monitored and interventions put in place where necessary.

Staff and student wellbeing will again be a focus, with the formation of a new committee. PDPs will support all staff in monitoring their own professional development. A staff social committee is supporting staff in working as a team and promoting a positive school culture.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Employment of SLSOs Cultural Performances, NAIDOC Day. Equity of opportunities and result improvement.	\$25,421
Low level adjustment for disability	Employment of SLSOs Full integration of targeted students through greater SLSO support	\$56,742
Quality Teaching, Successful Students (QTSS)	Sharing a mentor over four schools	\$2,577
Socio-economic background	Subsidising excursions from Kindergarten to Year 12 Every student in the school attending an excursion	\$72,343
Support for beginning teachers	Professional Learning, mentoring and casual relief	\$4,000
EAFS	Training, resources, casual relief and SLSO support.	\$56,742

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	56	54	58	65
Girls	44	50	57	73

Student enrolments of both Boys and Girls has increased, partly because of the conscious effort to improve the school culture and make it more positive and inclusive.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.8	96.1	85.1	94.9
1	90.5	93.7	91.3	92
2	95.1	90.9	93.3	94.6
3	90.8	96.5	89.2	93
4	94.7	84.8	91.7	88.2
5	91	94.4	83.9	86.1
6	93.2	94.9	94.8	87.5
7	90	95.7	92.4	88.5
8	92.8	80	88.9	85.3
9	90.6	89.6	77.3	84.9
10	90.4	89.1	85.6	76.4
11	81.6	79.9	84.3	93.3
12	71.3	95.4	79.7	89.9
All Years	90.3	90.8	88.3	88.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

In the Infants school attendance has been in line with the State average. In the Primary and Secondary school attendance has been below State average, partially due to individual students' poor attendance. Personalised Attendance Plans have been developed to address these trends, there has also been greater contact with the Home School Liaison Officer.

Workforce information

Structure of classes

The Primary Department increased from 3 to 4 classes, eliminating cross staged classes using RAM funding. Growing numbers has resulted in staffing allocation allowing the fourth class to be embedded. The Secondary curriculum has been expanded as a result of increased numbers and thus increased staffing.

Retention Year 10 to Year 12

All students continued on to Year 11, one in a neighbouring school. One student from Year 11 gained an apprenticeship after a successful Hospitality work placement. All other students continued into Year 12.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	1	0	40
TAFE entry	0	0	20
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

All students in Year 12 gained entry to their desired further education or career. One Year 10 student gained employment. One Year 11 student gained an apprenticeship.

Year 12 vocational or trade training

One student studied a Vocational Education course in Years 11 & 12. This was Construction and this student gained an apprenticeship in this field post school.

Year 12 attaining HSC or equivalent

100% of all Year 12 attained their HSC.

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.19
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.57
School Administration & Support Staff	5.39
Other Positions	2.7

*Full Time Equivalent

There are no Aboriginal members of staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

All staff have undergone Professional Learning including CPR, Anaphylaxis, Asthma, E-Emergency Care, WH&S Induction, Child protection, the Wellbeing Framework and the School Excellence Framework. Some have completed external Professional Learning on the new National Curriculums and NCI training.

Financial information (for schools using OASIS for the whole year)

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Mendooran Central School has become an LMBR school.

	2016 Actual (\$)
Opening Balance	206 304.14
Revenue	2 267 383.62
(2a) Appropriation	2 218 770.59
(2b) Sale of Goods and Services	13 011.67
(2c) Grants and Contributions	33 513.12
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 088.24
Expenses	-2 163 120.42
Recurrent Expenses	-2 051 120.42
(3a) Employee Related	-1 810 472.91
(3b) Operating Expenses	-240 647.51
Capital Expenses	-112 000.00
(3c) Employee Related	0.00
(3d) Operating Expenses	-112 000.00
SURPLUS / DEFICIT FOR THE YEAR	104 263.20
Balance Carried Forward	310 567.34

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

- The balance brought forward in the Oasis table is the opening balance for the SAP finance table.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 712 593.92
Base Per Capita	6 769.93
Base Location	47 828.66
Other Base	1 657 995.33
Equity Total	166 934.70
Equity Aboriginal	37 849.71
Equity Socio economic	72 342.66
Equity Language	0.00
Equity Disability	56 742.33
Targeted Total	200 632.39
Other Total	78 118.86
Grand Total	2 158 279.87

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	206 304.14
Revenue	2 267 383.62
(2a) Appropriation	2 218 770.59
(2b) Sale of Goods and Services	13 011.67
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SURPLUS / DEFICIT FOR THE YEAR	104 263.20
Balance Carried Forward	310 567.34

Revenue and expenditure were as expected.

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School performance

School-based assessment

Literacy and Numeracy continues to be a focus with all students plotted and monitored on the Continuums.

Early Action for Success has shown considerable improvement in Literacy and Numeracy in Kindergarten, Year 1 and Year 2.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN literacy data has shown growth across all cohorts.

NAPLAN numeracy data has shown growth across all cohorts.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

All students who sat the Higher School Certificate gained a HSC.

Policy requirements

Aboriginal education

Aboriginal Education is embedded in all Key Learning Areas. All identified Aboriginal students have Individual Learning Plans created in consultation with parents, teachers and students. An Aboriginal component is part of each excursion.

Acknowledgement of Country is practiced at all assemblies and formal occasions. Students participate in NAIDOC week celebrations led by Aboriginal elder Mr Ralph Naden. Various workshops are run and there are performances by Aboriginal dancers.

Multicultural and anti-racism education

Multicultural Education is embedded into all Key Learning Areas. Focus areas have included investigation of various cultures including lifestyle, beliefs, family life, language, traditions and religions.

Understanding and tolerance are values that are reinforced across the school. Anti racism is also a focus area.

Other school programs

In 2016 all Kindergarten students met Early Action for Success benchmarks for Literacy and Numeracy. All Year 1 students reached Text Reading Level 18 or above. This is the identified benchmark for the end of Year 1 Reading on the NSW Literacy Continuum. Year 1 Numeracy data was equally pleasing with students making EAFS Numeracy Benchmarks for end of Year 1. Year 2 growth also reached EAFS benchmarks with all Year 2 students completing Year 2 reading Level 22 or above. Tier 3 Intervention programs (Reading Recovery in Year 1 and L2 in Year 2) helped the school achieve these outstanding results.